Contemporary Educational Psychology

Editor: *James M. Royer*

Volume 23, 1998

ACADEMIC PRESS

http://www.apnet.com

Copyright © 1998 by Academic Press

All Rights Reserved

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the Publisher. *Exceptions:* It is the policy of Academic Press that authors need not obtain permission in the following cases only: (1) to use their original figures or tables in their future works; (2) to make copies of their papers for use in their classroom teaching; and (3) to include their papers as part of their dissertations.

The appearance of the code at the bottom of the first page of an article in this journal indicates the Publisher's consent that copies of the article may be made for personal or internal use, or for the personal or internal use of specific clients. This consent is given on the condition, however, that the copier pay the stated per copy fee through the Copyright Clearance Center, Inc. (222 Rosewood Drive, Danvers, Massachusetts 01923), for copying beyond that permitted by Sections 107 or 108 of the U.S. Copyright Law. This consent does not extend to other kinds of copying, such as copying for general distribution, for advertising or promotional purposes, for creating new collective works, or for resale. Copy fees for pre-1998 articles are as shown on the article title page; if no fee code appears on the title page, the copy fee is the same as for current articles.

0361-476X/98 $25.00

MADE IN THE UNITED STATES OF AMERICA

This journal is printed on acid-free paper.

Contents of Volume 23

Number 1, January 1998

Alexander Seeshing Yeung, Putai Jin, and John Sweller. Cognitive Load and Learner Expertise: Split-Attention and Redundancy Effects in Reading with Explanatory Notes 1

Margaret Lanca. Three-Dimensional Representations of Contour Maps 22

Kathryn Ley and Dawn B. Young. Self-Regulation Behaviors in Underprepared (Developmental) and Regular Admission College Students 42

Neil H. Schwartz, Laurie S. Ellsworth, Lorraine Graham, and Bruce Knight. Accessing Prior Knowledge to Remember Text: A Comparison of Advance Organizers and Maps 65

Alexander Renkl, Robin Stark, Hans Gruber, and Heinz Mandl. Learning from Worked-Out Examples: The Effects of Example Variability and Elicited Self-Explanations 90

Announcement 109

Papers to Appear in Forthcoming Issues 111

Number 2, April 1998

Carol Midgley, Avi Kaplan, Michael Middleton, Martin L. Maehr, Tim Urdan, Lynley Hicks Anderman, Eric Anderman, and Robert Roeser. The Development and Validation of Scales Assessing Students' Achievement Goal Orientations 113

J. H. M. Hamers, E. de Koning, and K. Sijtsma. Inductive Reasoning in Third Grade: Intervention Promises and Constraints 132

Brenda Hannon and Meredyth Daneman. Facilitating Knowledge-Based Inferences in Less-Skilled Readers 149

Brief Research Reports

M Cecil Smith, Susan G. Locke, Stephen J. Boisse, Peggy A. Gallagher, Lawrence E. Krengel, Judith E. Kuczek, Joe E. McFarland, Brunnehilde Rapoo, and Cheruta Wertheim. Productivity of Educational Psychologists in Educational Psychology Journals, 1991–1996 173

3 225HI XL 1727
5/99 31249-200

Ivar Bråten and Bodil S. Olaussen. The Relationship between Motivational Beliefs and Learning Strategy Use among Norwegian College Students 182

Panayota Y. Mantzicopoulos and Youngjoo Oh-Hwang. The Relationship of Psychosocial Maturity to Parenting Quality and Intellectual Ability for American and Korean Adolescents 195

Papers to Appear in Forthcoming Issues 207

Number 3, July 1998

Moshe Naveh-Benjamin, Wilbert J. McKeachie, Yi-Guang Lin, and Robert K. Neely. Assessment and Modification of Flexibility of Cognitive Structures Created in University Courses 209

Morris A. Okun and John F. Finch. The Big Five Personality Dimensions and the Process of Institutional Departure 233

Daniela Lucangeli, Patrizio E. Tressoldi, and Michela Cendron. Cognitive and Metacognitive Abilities Involved in the Solution of Mathematical Word Problems: Validation of a Comprehensive Model 257

Russell N. Carney and Joel R. Levin. Do Mnemonic Memories Fade as Time Goes By? Here's Looking Anew! 276

Marlynn M. Griffin and Bryan W. Griffin. An Investigation of the Effects of Reciprocal Peer Tutoring on Achievement, Self-Efficacy, and Test Anxiety 298

Johnmarshall Reeve. Autonomy Support as an Interpersonal Motivating Style: Is It Teachable? 312

Brief Research Report

Daniel H. Robinson, Dakin W. McKay, Andrew D. Katayama, and Ai-Chun Fan. Are Women Underrepresented as Authors and Editors of Educational Psychology Journals? 331

Papers to Appear in Forthcoming Issues 344

Number 4, October 1998

Lin-Miao Lin and Karen M. Zabrucky. Calibration of Comprehension: Research and Implications for Education and Instruction 345

Teresa Garcia, Erin J. McCann, Jeannine E. Turner, and Linda Roska. Modeling the Mediating Role of Volition in the Learning Process 392

John A. Ellis, George B. Semb, and Brian Cole. Very Long-Term Memory for Information Taught in School 419

Brief Research Report

Tenaha O'Reilly, Sonya Symons, and Heather MacLatchy-Gaudet. A Comparison of Self-Explanation and Elaborative Interrogation 434

Papers to Appear in Forthcoming Issues 446

Author Index for Volume 23 447

Subject Index for Volume 23 449